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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  3.1.1.    Identify, describe, construct and draw two- dimensional shapes such as quadrilaterals (including parallelograms), pentagons and hexagons. (includesTMM Quick Images)  **CC.3.G.1** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.  3.1.3.    Compare and classify polygons and solids and determine congruence by using attributes such as the number and length of sides, faces and edges, and the number and kinds of angles (acute, right and obtuse).  **CC.3.G.1** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.  **3.3.10** Estimate and measure using nonstandard units and appropriate customary and metric tools and units:   * length and perimeter to the nearest ¼ inch or ½ centimeter; * area in square in. or square cm; * capacity in cups, pints, quarts, milliliters or liters; * weight in ounces, pounds and grams; * temperature to the nearest degree; and   volume using in. cubes and cm cubes.  **CC.3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilogram (kg), and liters (l). (Excludes compound units such as cm3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems [problems involving notions of “times as much”; see Glossary, Table 2]).  **CC.3.MD.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.  **CC.3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement.  **a.** A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.  **b.** A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.  **CC.3.MD.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).  **Ten Minute Math ONLY**  **2.2.12** Solve problems involving addition and subtraction of two- and three-digit whole numbers and money amounts up to $100.00 with and without regrouping, using a variety of strategies, including models. (Practicing Place Value)  **CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]).  **CC.3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction  2.2.13.    Create and solve addition and subtraction word problems by using place value patterns and algebraic properties (commutative and associative for addition).(Practicing Place Value)  **CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]). |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  1.1.1.Sort, classify and order a group of objects and numbers in more than one way and explain the reason or describe the rule used.  3.1.2.    Identify, describe, construct and represent three-dimensional figures such as cubes, spheres, cylinders, cones, pyramids, prisms.(includes TMM Quick Images)  **Ten Minute Math ONLY**  2.1.1.    Locate, label, compare and order whole numbers up to 10,000 using place value models, number lines and number patterns (including multiples of 100 and 1,000).(Today’s Number)  2.1.2.    Identify the number that is 100 and 1,000 more or less than a given number up to 10,000 using place value models, pictures and number lines.(Practicing Place Value)  2.2.15.    Determine when an estimate for a problem involving two- and three-digit numbers is appropriate or when an exact answer is needed.(More or Less)  2.2.17.    Determine when a strategy will result in an overestimate or an underestimate in problems involving two- and three-digit numbers.(More or Less) |
| **CCSS but not GLE’s** |